

## MENTORING TOWARDS IMPLEMENTATION OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) THROUGH REFLECTIVE TEACHING AMONG HIGH SCHOOL TEACHERS IN YOGYAKARTA

**Reni Herawati**

School Supervisor, Yogyakarta Education Office  
herawatireni@yahoo.com

### Abstract

Teacher can be regarded as the main player of education implementation. Teacher leads directly all activities of learning-teaching in a class as the core activity of education. Therefore, teacher is the first person who is responsible for the quality of education. The role of teacher is so important that he has to meet the demand of high professionalism. Experts have proposed many kinds of ways to develop teacher's professionalism; one of them is by reflective teaching.

To improve teacher professionalism, the government imposes a regulation that teachers have to undergo Teacher Performance Assessment that is done twice each year: Formative and Summative Assessment. Consequently, since 2013 all teachers in Yogyakarta have been assessed by the Teacher Performance Assessment (TPA) assessors in their schools. There are 14 (fourteen) competences are measured in TPA and one of them is Competence Number 14 **"developing teacher's professionalism through reflective teaching"**. Based on the Summative TPA result among High School teachers of Yogyakarta in 2014, the average result of the competence above is still unsatisfied. To solve this problem, the writer as a school supervisor made a mentoring program to enhance teacher professionalism through reflective teaching.

The mentoring program could encourage teacher to do reflective teaching as a good habit that create academic climate. Reflective teaching was done by looking at what they do in their classroom, thinking why they do it, thinking about if it works, and collecting information from students and teachers. They identify what goes on in the classroom, and analyze and evaluate this information to improve their teaching.

**Keyword:** teacher professionalism, teacher professional development, reflective teaching

### Introduction

The roles of teacher are very significant in education consequently teachers are expected to meet high professionalism. Learning quality is the core of attention in education activities. Teacher's performance really influences the meaning of learning experience for students. Learning experience indicates the relation among conceptual substances to create effective learning.

To promote teacher's performance and professionalism, the government enforces State Ministry of Government Employee Empowerment and Bureaucracy Reformation Regulation Number 16 Year 2009 about Functional Post and Its Credits. It is stated in this regulation that all teacher have to undergo performance assessment each year consisting of formative and summative assessment. Teacher Performance Assessment is intended to guarantee the quality of learning process and to enhance teacher's professionalism. Teacher's professionalism need to be improved continuously.

Teacher Performance Assessment conveys three activities: planning, learning process, evaluation. There are four domains of teacher competences namely: pedagogic, personal, social, and professional competences.

Based on the result of Teacher Performance Assessment among SMA teachers in Yogyakarta in 2013/2014, it could be concluded that the professional competence number 14 average result

was not satisfied. The result of competence **"developing teacher's professionalism through reflective teaching"** was **"fair"**. Based on the result of the questionnaire and interview, the finding was found that:

1. A lot of teachers still don't understand how to do reflective teaching.
2. Teachers rarely do self- evaluation
3. Teachers are not accustomed to make learning journal
4. Only few teachers ask for suggestion and opinion from colleagues about their teaching performance
5. Teachers have never created academic climate by inviting their colleagues to visit their classes to do peer observation
6. Only few teachers do Class Action Research
7. Teachers never do collaboration to improve the quality of teaching

Based on the background above, the writer conducted a program entitled "Mentoring towards Implementation of Continuing Professional Development (CPD) through Reflective Teaching among High School Teachers in Yogyakarta".

Teacher as a leader and manager of learning in the classroom are responsible for the quality of the learning process. Due to their significant role, teachers are required to improve the

professionalism. There are many ways to improve professionalism proposed by many experts, one of them is through a "reflective teaching."

The mentoring program is intended to guide and encourage teachers to do reflective teaching. The writer supported teachers to conduct reflective teaching collaboratively. By collaborative approach, it was intended to improve motivation of teachers to develop their professionalism. The collaboration was expected to create an academic climate as a good habit.

There are several ways to encourage CPD. Experts have encouraged CPD through many kinds of ways; one of them is by reflective teaching. In reflective teaching, teacher makes use of every chance in his daily teaching to find out the data that can be used to make the betterment of teaching quality. Teachers make exploration, questioning, and wraps the whole teaching practice to create the right interpretation based on the real condition. The data from reflective teaching can be used to improve their teaching performance. There are some alternatives of doing reflective teaching: 1) learning journal, 2) questionnaire, 3) audio and video recording, 4) observation, 5) student's feedback 6) action research, and 7) lesson study. Reflective teaching that is done collaboratively is effective to improve teacher's professionalism.

The objectives of the program were: 1) To enhance professionalism among teachers of SMA Negeri 10 Yogyakarta, SMA Muhammadiyah 6 Yogyakarta, and SMA Marsudi Luhur Yogyakarta; 2) To improve learning quality in SMA Negeri 10 Yogyakarta, SMA Muhammadiyah 6 Yogyakarta, and SMA Marsudi Luhur Yogyakarta.

### Some Tools of Reflective Teaching

#### Teaching Journal

Teaching journal is a note about what happens in class. Events and ideas are recorded for the purpose of reflection. The process of writing itself helps trigger insight about teaching. Many different topics from classroom experiences can be explored through journal writing, for example:

- a. personal reactions to things that happen in the classroom or in school;
- b. questions or observations about problems that occur in teaching;
- c. description of significant aspects of lessons or school events;
- d. ideas for future analysis or reminder of things to take action on.

Journal will be about the daily routine actions in the classroom, for example:

- a. conversations with students
- b. critical incidents in a lesson
- c. events outside the classroom that influence the learning process
- d. teacher's view about language teaching and learning.

The following procedures are recommended for keeping journal (Bailey,1990):

- a. Make entries on a regular basis, such as once or twice a week, or even daily if possible. It may be useful to spend five or ten minutes after lesson to write about it.
- b. Review journal entries regularly. What might not have been obvious when written or recorded may become apparent. Teacher usually uses reflective questions to guide journal entries. The questions can be like these:
  - What do I do as a teacher?
  - What principle and beliefs inform my teaching?
  - Why do I teach the way I do?
  - What roles do as learners play in my classes?
  - Should I teach differently?
  - What were the main goals of the lesson?
  - What did the learners actually learn in the lesson?
  - What teaching procedures did I use?
  - What problem did I encounter and how did I deal with them?
  - What were the least effective parts of the lesson?
  - What were the least effective parts?
  - Would I do anything differently if I taught the lesson again?

**Student's Feedback** can be used to ask the students what they think about what goes on in the classroom. Student feedback is very easy to conduct. Their opinions and perceptions can add a different and valuable perspective. Student's feedback is a tool used for finding out the learners' opinions and perceptions about the teaching process, and teacher's effort that can add a different and valuable perspective.

**Peer Observation** is effective to reflect on teachers' observation in the classroom there are some techniques that lead to a reasonable reflection. Cosh (1999) states that widespread implementation of various models of observation has recently been carried out. Peer observation is one of the models in question and has widely been criticized due to its judgmental and threatening nature. Most of teachers think that being observed disturbs them no matter what technique is used.

Cosh (1999) suggests that while assessing or judging the performance of a teacher the following points should be taken into account. Firstly, the feedback should be as nice as possible. Secondly, as it is obvious, when there is only one observer he/she can be uncritical, which influences the objectivity of observation. Finally, peer observation should be done at least two observers.

Richard J.C. suggests some guide lines for peer observation. The general principles of peer observation are as follows: 1) observation should have a focus; 2) Observers should use specific procedure; 3) The observer should remain an

observer. He also suggests some procedures: 1) arrange pre-observation orientation session. Before beginning observation, the two teachers meet to discuss the nature of the class observed, the kind of material being taught, the teacher's approach to teaching, the kinds of students in the class, typical pattern of interaction and class participation, and so on; 2) Identify a focus for the observations. For example: organization of the lessons: the opening, structuring, closure of lesson, teacher's time management, and student's performance; 3) develop procedures for the observer to use, 4) carry out the observation, 5) arrange a post observation session.

Video recordings are powerful instruments in the development of teacher's competence. They confront teacher with a mirror like objective view of what goes on in class. The recordings can give a valuable insight into an individual teacher's growth in experience over years.

Recordings have many advantages: it allows choice of focus; it can be replayed and examined many times; it can capture many details of lesson that can't be easily observed by other means. However, recording has also limitations. For example: the presence of recording device may be disruptive; recording devices often have limited range; reviewing a recording is a time consuming.

Class Action Research is used to investigate classroom which seeks to increase teacher's understanding of classroom teaching and learning, and to bring about change in classroom practice (Gregory, 1988; Kemmis and M. Taggart, 1988).

Action research is a qualitative research method that encourages the practitioner (or teacher) to be reflective of his or her own practice with the aim of improving the system (McNiff, 1994). As schools are increasingly being held publicly accountable for student achievement, action research may provide a way for helping schools understand better their problems and to make more informed decisions about their practice that can lead to desired outcomes.

Action research is becoming increasingly popular in education (or for that matter any social organization). Action research is based on the belief that the teacher (or practitioner) is the best judge of his or her teaching (or practice). Each teacher has his or her own personal theories of educational practice. Action research helps the teacher to bridge the gap between theory and practice. Teachers have the opportunity to test some of their personal theories in the classroom using action research.

**Lesson Study** is a model of professional development designed to assist teachers to produce quality lesson plans and gain a better understanding of student learning. The process involves a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing a specific lesson (or lessons) designed to address an identified student learning need or pedagogical challenge. The outcomes of the team's efforts are subsequently shared with other teachers in the school.

Lesson Study is a professional learning process. It works because it focuses on the learning and progress made by children as their teachers develop specific pedagogic techniques designed to improve an aspect of teaching and learning identified within their school. It is a model for collaborative classroom professional learning which embodies all the features of effective teacher development.

## Discussion

The mentoring program took 9 (nine) teachers as the subjects/mentees. The selection of the mentees was done by taking the priority based on the results of Formative Teacher Performance Assessment 2013/2014.

Table 1. List of Subjects in Mentoring Program

No	Name	School	Teaching Subject
1	Ery Iwandyati Kuswardojo	SMA Negeri 10 Yogyakarta	History
2	Rr. Wuri Handarini, S.Si.	SMA Negeri 10 Yogyakarta	Biology
3	Suciningsih, S.Pd.	SMA negeri 10 Yogyakarta	English
4	Aspiyah, S.Pd.	SMA Negeri 10 Yogyakarta	Civics
5	Drs. Suleman	SMA Negeri 10 Yogyakarta	Physical Exercise
6	Noor Rochmah Suci Astuti, S.Pd.	SMA Muhammadiyah 6 Yogyakarta	Mathematics
7	Dwi Rahmandani Vitasari, S.Pd.	SMA Muhammadiyah 6 Yogyakarta	English
8	Rina Dwi Astuti, S.Pd.	SMA MARSUDI Luhur Yogyakarta	Economy
9	Wulan Jihad, S.Pd.	SMA Muhammadiyah Yogyakarta	Economy

The instruments used to do the reflective teaching in this program included: 1) Student's Feedback Sheet 2) Peer Observation Sheet 3) Questionnaire Sheet, and 4) Video Recording.

The procedures of mentoring were as follow:

1. Step One was introduction to reflective teaching
2. Step Two was application of reflective teaching through Student Feedback Sheet
3. Step Three was application of reflective teaching through Peer Observation
4. Step Four was application of reflective teaching by Video Recording
5. Step Five was reporting and dissemination of mentoring results

Each step consisted of Planning, Implementation, and Reflection. In the planning step, preparation dealing with all the things needed: Describing the mentoring plan: what, why, when, where, how the action is performed; Together with the teacher selecting the technique of "reflective teaching" to be performed; Preparation of administrative documents such as notes,

observation sheets, questionnaires, and student feedback sheet; and preparation of Lesson Plan.

Implementation step was done by applying the technique of reflective teaching in accordance with planning. Observations made by other teachers as observers, especially in the application of Peer Observation.

Reflection step was intended to review the overall actions based on the data. The data then was evaluated in order to decide the next strategy.

Before starting the implementation of reflective teaching, the writer conducted a coordination meeting with the teacher on Friday, January 17, 2014. In this meeting the questionnaire was distributed to the teachers. The questions concerned with competence number 14 of Teacher Performance Assessment: "developing professionalism through reflective action". The results of the questionnaire, indicating a lot of teachers didn't understand and didn't conduct reflective teaching. They didn't know that reflective teaching was effective to enhance teacher's professionalism and to improve learning quality.

Table 2. The Result of Questionnaire

NO	INDICATOR	Percentage		
		Understand well	Not really understand	Don't understand
1	Do you understand the meaning of "developing professionalism through reflective action" mentioned in the Teacher Performance Assessment ?	88.89	11.11	
2	Do you write learning journal/ daily agenda/ learning note?	33.33	66.67	
3	Do you invite your colleague to see your class?		66.67	33.33
4	Do you ask any opinion or suggestion to your colleague or the principal about your teaching performance?	55.56	33.33	11.11
5	Do you feel comfortable when your colleague or the principal observes your class?	44.44	55.56	
6	Do you make a class action research to improve your learning quality?		22.22	77.78
7	Do you attend teacher forum, seminar, or conference?	33.33	66.67	
8	Do you present your scientific writing at teacher forum, seminar, or conference?		11.11	88.89
9	Do you write scientific writing other than action research?		44.44	55.56
10	Do you collect opinion about your teaching performance from students?	11.11	66.67	11.11

The result of questionnaire indicated that teacher needed the guidance to do reflective teaching. They also needed mentoring in doing class action research and participating in teacher forum, seminar, or conference.

In step two, reflective teaching was implemented through Student Feedback Sheet. The results of the student feedback sheets for teachers were not only the compliments but also critics about the teacher's punctuality to start the class. Students were excited when the teacher discipline because students felt being treated fairly, but they didn't like a rigid discipline teacher. The warmth of the relationship between teachers and students is

necessary to increase motivation. The result could be seen in the following table:

Table 3. The Average Result of Student's Feed Back

No	Indicator	Percentage			
		1	2	3	4
1	Teacher is ready to teach.	33.33	55.56	11.11	0.00
2	Teacher masters the material	33.33	66.67	0.00	0.00
3	Teacher is neat and dresses well	44.44	55.56	0.00	0.00
4	Teacher starts the class on time	33.33	44.44	22.22	0.00
5	Teacher is consistent and discipline	33.33	44.44	22.22	0.00
6	Teacher treats all students well	44.44	55.56	0.00	0.00
7	Teacher follows the procedures but flexible	22.22	55.56	22.22	0.00
8	Teacher make good communication using appropriate language	44.44	33.33	22.22	0.00
9	Teacher's voice is clear and has good volume	44.44	33.33	22.22	0.00
10	Teacher gives clear direction	55.56	33.33	11.11	0.00
11	Teacher is creative in learning process	44.44	55.56	0.00	0.00
12	Teacher motivates students	44.44	55.56	0.00	0.00
13	Teachers encourages the students to take active participation	33.33	66.67	0.00	0.00
14	Teacher gives good responses to students' questions	33.33	66.67	0.00	0.00
15	Teacher listens to the students	44.44	55.56	0.00	0.00
16	The ways of teaching is good	44.44	55.56	0.00	0.00
17	Teacher uses effective procedures	44.44	44.44	22.22	0.00
18	The learning process is enjoyable	33.33	44.44	22.22	0.00

Notes: 1 means strongly agree, 2 means agree, 3 means less agree, 4 means disagree

In step 3, reflective teaching was done through video recording. Using video camera, the learning process was recorded. The result of video recordings was used to make observations of the process of learning and reflection. This recording proved to be a powerful tool to develop the competence of teachers. Video recording could be a mirror which emits an objective overview of the learning process. The recording could provide valuable insights for individual teachers.

Reflection in this stage was done by nine teachers observing video recordings of the learning process. The general criticism was that learning process was still dominated by the teachers. It was recommended that cooperative learning should be done to give chance to all students to be actively involved in learning.

Video recording was very effective because it can select the desired focus, the recording can be played back and studied several times. Moreover the recording could capture the learning process to be observed in detail and carefully. Video recording could give an idea of the volume of the teacher's voice, appearance, and student participation.

From the interview, it was concluded that reflective teaching using video recording provided a high motivation for teachers to implement the best

models. Teachers gradually increased their confidence because they wanted to get input from colleagues to improve learning. The positive side was felt by all teachers. Collaboration in the implementation of reflection produced a useful academic climate to change the teacher's mind-sets.

### Conclusion and Suggestion

"Mentoring towards Implementation of Continuing Professional Development (CPD) through Reflective Teaching among High School Teachers in Yogyakarta" has given result as follows:

1. There was significant development of teacher professionalism at SMA Negeri 10 Yogyakarta, 6 SMA Muhammadiyah Yogyakarta, SMA Marsudi. Openness, enthusiasm, and cooperation among teachers in reflective teaching through student feedback, peer observation, and video recording have indicated a positive breakthrough.
2. The development of teacher professionalism has improved the quality of learning at SMA Negeri 10 Yogyakarta, Yogyakarta SMA Muhammadiyah 6, and SMA Marsudi Luhur Yogyakarta.

Suggestion:

1. Teacher professional development will be successful if it is carried out continuously and collaboratively.
2. Reflective teaching should be carried out by teachers as part of a good habit that it will create an academic climate that is favorable for the improvement of professionalism.

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